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ABSTRACT

This selection guide was compiled as an introduction to the subject of acquiring library materials for the mentally handicapped. It is intended for a wide variety of users: librarians who work in public, hospital, and school libraries; people who consult with publishers; and people who have responsibility for selecting materials for use with or by the mentally handicapped. In preparing the guide, teachers and educational advisers in the field of mental handicaps and librarians in public and hospital libraries were asked for their views and these have been incorporated in the text. Criteria presented are guidelines that can be applied to each book under consideration. A section on library service provides guidance on enabling the mentally handicapped person to benefit from the books and libraries in his community. The publication serves as a guide that can be adopted or adapted to fit local conditions and needs, and it provides advice on the appropriate structure and content which librarians may identify in material locally available to them. Selection guidelines for both books and audiovisual media are included. The document concludes with a ten-page select bibliography of books and articles useful to librarians and others concerned with finding and utilizing reading materials for the mentally handicapped; languages represented are English, Danish, Dutch, French, German, Norwegian, and Swedish. (THC)

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Margaret R. Marshall, Sancia Simonis-Rupert and Susanne Holst

BOOKS FOR THE MENTALLY HANDICAPPED
A GUIDE TO SELECTION

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International Federation of Library Associations and Institutions

IFLA Professional Reports, No. 1

BOOKS FOR THE MENTALLY HANDICAPPED
A GUIDE TO SELECTION

Compiled by Margaret R. Marshall, Sancia Simonis-Rupert and Susanne Holst
under the auspices of the Section of Children's Libraries and the Section
of Libraries Serving Hospital Patients and Handicapped Readers

IFLA Headquarters, The Hague, 1983

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INTRODUCTION

The United Nations declared in 1971 that the general and special rights of the mentally handicapped included the right to education and the right to read. Ten years later in 1981 the motto for the International Year of the Disabled was 'Full participation and equality'.

This emphasis is seen in the growing experience of library service to the mentally handicapped in some countries and in an increasing number of publications. But in most countries people with this disability are not served or not well served and many librarians, whose professional training and experience have not included a special study of the reading needs of the handicapped, may have problems with providing a library service to this group. Such librarians include those who work in public libraries, hospital libraries, special school or mainstreamed school libraries, those responsible for library service to children's institutions, teachers of the handicapped, organisations concerned with handicap, universities and colleges for teacher training, schools of librarianship, librarians concerned with toy libraries and services to parents, and all librarians who consult with publishers.

The guide was compiled as an introduction to the subject for those mentioned above and any other people who have responsibility for selecting materials for use with or by the mentally handicapped. It is also useful for those who select for all reading-handicapped children and adults including the many pre-lingually deaf children and adults who have difficulty with speech, language and reading.

The compilers were invited by the Section of Children's Libraries Section and the Section of Library Services to Hospital Patients and Handicapped Readers after the 1978 IFLA Congress to pool their knowledge and to elicit information from others in order to provide an introductory pamphlet. Teachers and educational advisers in the field of mental handicap, and librarians in public libraries and hospital libraries were asked for their views and these have been incorporated in the text.

The guide is necessarily a condensation of the amount of information available on the subject, and readers are invited to pursue the theme by readings from the select bibliography and by undertaking a survey of the needs and books in their own locality.

It cannot be too strongly stressed that the librarian's knowledge of the stock and the local needs of the mentally handicapped individual are the bases for effective selection. The information given in the guide is intended to be a guideline that can be adopted or adapted to fit local conditions and needs. One of the needs is obviously for information on named books but the compilers agreed that the inclusion of specific children's book titles or of titles of adult material, was not appropriate in this pamphlet on the following grounds:

a) The mentally handicapped reader's need for recognisable, identifiable, familiar objects, scenes etc. would not be satisfied for, for example, Malaysian, Nigerian or Indian readers, if Dutch or Japanese or English faces, scenes and objects were seen.

b) Many books are not available in every IFLA country. The children's and adult book trade varies considerably from country to country.

c) It is impossible to represent the 60 member countries of IFLA in examples of book titles.

It is more helpful to indicate the appropriate structure and content which librarians can identify in material locally available to them. The given criteria are intended to be guidelines to apply to each book under consideration, bearing in mind that there is a lack of material which fits all the recommendations. The section on library service is also concerned with guidance towards enabling the mentally handicapped person to benefit from books and libraries in his community.

The Compilers

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SECTION 1 - THE MENTALLY HANDICAPPED PERSON

Statistics from most countries show that one in every hundred children born is born with a degree of mental handicap and most handicapped children grow into handicapped adults. In many countries this is the largest group of handicapped people and it requires careful attention by librarians and by publishers.

It is difficult to give a precise difinition of mental retardation: it is a broad term covering different conditions with different causes and symptoms. Some countries have Mental Health Acts which define mental handicap: some use intelligence quotient (IQ) tests to categorise the degrees or levels of handicap: some group mental handicap into types like Down's Syndrome or mongolism (the most common form), or chemical disorder, blood group disorder, brain damage, environmental or genetic causes. The compilers are aware of the existence of these and other ways of defining mental handicap and recognise that the subject is complex, but for the purposes of international use of the guide to selection the umbrella term of mental handicap is used. But it must be stressed that for the purposesof this guide the term does not include mental illness. Mental illness is curable but mental retardation is a permanent state of deficiency, a state or condition, not a disease.

It is important to remember that the mentally handicapped are not all the same. Mentally handicapped people are as different from each other as are the rest of the population, but they are first people, and then people whose handicaps restrict their activities and opportunities. The mentally handicapped child or adult may be living at home or in a residential school or institution, or in a hospital, and his reading and information needs may be served by the public library, the school library, the institution or hospital library, or all or none of these, depending on where the person lives and how aware librarians and teachers are of his needs. Many have a secondary handicap in addition to their primary mental handicap. They may be blind, deaf, spastic, epileptic, with a heart condition or psychotic. Therefore many are multi-handicapped.

The needs vary according to the individual as with 'normal' people, but there are general aspects common to the state of mental handicap. The great majority of mentally handicapped people are not able to read for pleasure in the sense of imaginative cerebral enjoyment, nor can most read fluently enough to cope with 'normal' books, either children's or adults', but many can and do develop an interest, enthusiasm and ability to read simple books or to look at, or to feel or touch, and many enjoy listening to short uncomplicated stories with clear pictures. Many can learn from information books and teaching materials and most are able to enjoy books which clearly show, pictorially, those things which are familiar to them in their everyday lives and interests.

They conceive the world differently from us, which is hardly surprising, since their isolation from society reduces their range of experience. Many of them are low on imagination and have difficulty in abstracting, which means that they experience things in a very direct manner - their language is specific and their conceptual apparatus is based on direct experience.

The mentally handicapped child becomes a mentally handicapped adult and the reading needs and interests change and develop in the same way as for ordinary people, but at a later stage and at a simpler level. The need may change form simple pictorial books for children to simple pictorial books for adults and this is filled partly by the growth of adult literacy material in some countries; but one of the problems is not only the dearth of suitable material for teenage and adult mentally handicapped people but the need for familiarity, so that the books suitable for one country or even one part of a country, may not be suitable for another country when for example dress, architecture, customs, language and facial appearance are different.

However there are subject themes and physical design and layout of page which are common requirements for all mentally handicapped children and adults of whatever nationality, and these form the basis for the criteria as a support in book selection

for the mentally handicapped person, considering also his interest and reading level.

SECTION 2 - AN OUTLINE OF THE CRITERIA RECOMMENDED FOR SELECTING BOOKS FOR THE MENTALLY HANDICAPPED CHILD AND ADULT.

Some of the information given is taken from the Dutch Centre for Libraries and Literature (NBLC) report of the Committee on Books for The Mentally Retarded (see bibliography), some from the knowledge and experience of the compilers and some from suggestions submitted by IFLA members and by teachers of mentally handicapped children. On the basis of these it has been possible to formulate recommendations for the general criteria for reading materials suitable for mentally handicapped people.

The criteria are summarised here under six headings: form, structure, theme or subject, illustration, age grouping and audiovisual materials.

1. Form

The physical aspects of a book can provide physical, mental and psychological aids to reading, therefore:

a) books should have solid covers and be printed on strong paper for greater durability (necessary in many cases, but not always).

b) books should easily lie open on any required page so that there is ease of handling and legibility.

c) the type face should be a simple one, from 12 point onwards, with good space between the letters and with plenty of white space between the words and between the lines. This not only makes it easier to see the words but provides a psychological aid to comprehension. A horizontal facing type is easier to read than a vertical facing.

d) every sentence should start on a new line, depending on age or ability level.

e) approximately 25 lines per page is a maximum in order to aid concentration and motivation.

f) chapters should be short so that the reader can reach the end before concentration lapses and should finish in such a way as to encourage the reader to read the next chapter.

g) the total book should have the appearance of a book to enable the reader to identify with 'normal' readers.

2. Structure

If a person is to develope a vocabulary and a conseptual life, he must receive stimulation and experience and be stimulated lingually. That is how we all develop. The mentally handicapped are not sufficiently stimulated in this way, but even when the stimulation is optimal, their concepts remain basic. This must be taken into account when selecting materials.

The language must be clear, simple and easily comprehensible without the use of too many abstracts and concepts. The sentences must be short; the use of dialogue is helpful: the present or imperfect tense should be used, composite tenses are harder to understand. The sentence structure must be simple and subordinate clauses must be avoided. It is not suitable to have too many adverbs, adjectives, conjunctions and pronouns.

The action must be simple and realistic; it should be progressive without flashbacks. It must depict situations from daily life and familiar surroundings, so that recognition and identification can take place. There must be few characters, so that the reader or listener is not bewildered or confronted with the problem of keeping a clear picture of the separate characters. The characters must be interesting, preferably at the same age as the reader or the listener: they must live in an easily recognisable environment, speak the reader's own language and have ordinary names. Understanding of the action increases when the story is exciting and the characters are described and characterised thoroughly - but not boringly.

It should not be forgotten that everyday problems of adults can be included because many mentally handicapped adults, who live on their own, have these problems.

The plot should be clear, with a beginning, a middle and an end, without too many details, and logical in cause and effect. Each chapter of one story should be a unity but the ending of

each chapter has to lead on to the next chapter to keep the tension.

3. Theme or Subject

It is important to select books which not only provide interest and pleasure but also aid the development of the person, so form amongst available books it is helpful to select books that

a) increase perception of things like colour, number, size, time, weight, speed and shape

b) aid the development of understanding 'doing' words and 'name' words, usually books set in the home or local environment.

c) encourage recognition and stimulation of language, usually containing much repetition.

d) have relevance to the reader's experience, including themes such as home, school, animals, transport, toys, people, hospitals, medical aspects, natural objects like flowers, seas, mountains, parks, birds, daily work in the home, institution or in the 'normal' working world. Relevance to the reader's experience includes books about feelings of love, hate, fear, joy, pain, comfort, failure and success, as with 'normal' children and adults, and books about social relations, with which many handicapped people have difficulty.

It is often necessary to avoid books of fairy, fantasy or history, as many mentally handicapped readers have difficulty understanding the present time and reality. They have more difficulty understanding the past, the future and the unreal.

4. Illustration

a) The illustrations must support the text. The book should be able to be read only by the picture (if we talk about picture books). Text and picture must not express anything contradictory.

b) The illustration should be clear and simple, relevant to the text and to the experience of the reader.

c) There should be single topic pictures or pictures where there are few distractions from the main aspect.

d) Illustration should be in colours in order to give the maximum visual information, but black and white are acceptable if there is clarity of line and interest.

e) Photographs are helpful for the seriously retarded and all illustrations should be representative rather than abstract.

f) Although photographs are preferred, drawings can often show a detail one would like to stress, which may not be possible by using a photo technique.

g) No text should be overprinted on the illustration as this affects legibility.

h) It can be helpful if the text runs consistently on the left page and the pictures on the right page, to aid visual consistency and to enable the reader to see the visual clues to the text before reading it. (The right hand page is usually seen before the left when turning the page).

i) Unfortunately it is not very often a book is like this, but it is also helpful if the text is placed under the picture so the reader can see and understand the connection between text and picture.

5. Age groupings

The grouping of people who are mentally handicapped can include those who are termed borderline, backward, remedial or feeble minded, those called moderately retarded, seriosly retarded or profoundly retarded. The term functional level is also used in some countries e.g. Scandinavia. Although broad age groupings are given here it should be remembered that these are generalisations and that some individuals may not conform to the age/ability/functional categories, depending on level, personality, parental help, and school or institutional stimulus. Chronological age, mental age and reading age do not usually coincide and each mentally handicapped person is different. The compilers chose to arrange the information in age grouping because mentally handicapped children have the same interests and needs and sociological background as 'normal' children, though at different levels.

a) 0 - 13 chronological age

Clear simple picture books from the commercially available

range, both story and information books, for the child to read and look at and for the adult to read to the child.

Cloth books and board books, made of rag, linen etc. or of strong cardpaper, with rounded edges for safety.

Touch or tactile books, with a raised surface illustration or design, or laminated holes or other tactile content. The Japanese Co-ordinating Committee for the Promotion of Cloth Picture Books is concerned with handmade books of leather, fur, beads, wool etc. content originally for blind children.

Scratch and smell books; microdots of fragrance are inserted into pictures and when scratched release the smell.

Laminated pictures of recognisable things.

Simple nursery rhymes and r hythmical poetry and finger play books.

Photo books into which picture or photographs can be inserted of everyday objects and people.

Simple cartoon books.

Look and listen books (text and disc or tape).

Work cards.

Flap-over, pop-up and mirror books.

Wall charts.

Educational kits.

Audio-visual materials.

Magazines and newspapers.

Short stories in book form and on disc or cassette.

Some remedial and adult literacy material, according to age and experience.

b) 14 - Adult

Throughout the world there is a serious problem because of the grave shortage of suitable materials for young people and adults. We need specially adapted books and books written especially for people handicapped in reading. Books for their own mental age may be too long, too difficult and too childish but some mentally handicapped readers will be able to cope with simple children's books, simple adult fiction and simple information books from the 'normal' range of books.

Stories for teenagers that appeal to them emotionally and have simple language and structure.

Simple cartoon books.

Look and listen material.

Simple pictorial magazines in general but individual readers with particular interest and motivation can sometimes manage subject magazines outside their reading ability, and newspapers.

Short stories and short books with simple language, brief sentences and content relevant to their living climate and emotions.

Picture books, excluding those which show young children, and there are many children's picture books with adult or animal characters.

Simple picture books on sex, grooming, pop music and sport.

Information charts, cards photographs and pictures.

Travel brochures and industries' promotional and informational material.

Adult literacy material

Albums and photo books.

Audio-visual materials.

c) To select for use with all ages

It is necessary to select for use with a mentally handicapped child or adult, material which such a reader may not be able to tackle on his own. A teacher, or parent or librarian using the book with the person, whether in storytime or in class can provide the additional aid needed, via voice inflection, gesture, description and encouragement to explore text and picture.

Books from which to read stories to the mentally handicapped.

Books of nursery rhymes, poems and finger play rhymes.

Books of simple songs and music.

Information books

Discs, tapes and films which contain the criteria recommended.

It is not easy for librarians, parents and teachers to find out which materials are suitable as there are few sources of information in published form. It is recommended that those organisations and individuals concerned with library and education work with mentally handicapped people in each country, should meet to pool their knowledge, to identify existing information and to create national or local guides to appropriate materials, using the criteria here.

In a few countries there are projects attempting to create special editions for handicapped children and adults. In Sweden there is a working party developing liaison publishers and which has so far produced 100 titles of 'easy reader' books for handicapped people.

In The Netherlands there is a do-it-yourself series of photo-books with brief text, with slides and tape designed specifically for the mentally handicapped reader. Five titles per annum are planned. In Britain the BBC Let's Go series produces books and slides to accompany the television programme for the mentally handicapped; and there are Simple Language Editions of Books for Children produced originally for deaf children but available now for all reading-handicapped.

Similar projects are being considered in other countries also to fill the need for special material.

6. Audio-Visual Material

There are large numbers of stories, poems and musical items on discs, cassette, film and video and suitability varies considerably within series. Each item must be viewed or heard and assessed against the listed criteria for print items and for the technical aspects.

The use of audio-visual materials with groups is usually found to be both helpful and enjoyable. A combination of talking book, printed books and slides within a fifteen minute period can be recommended.

The problem of listening to a cassette and viewing a film before purchase is a difficult one even in the more technologically advanced countries. But it is important to do so in order to decide whether it contains the necessary features such as high interest, limited vocabulary, simple theme and slow reading or viewing rate.

Where there are national or local audio visual loan schemes, such as Talking Book or Listening Libraries, Hear a Book Services and Tape Libraries it is possible to borrow in order to preview. When there are several taped or filmed versions of book or music there is a better chance of selecting one most appropriate to the needs of the mentally handicapped listener

or viewer. Some teachers and librarians make their own recordings for this purpose because of the difficulty of identifying suitable commercially produced material.

The use of video for special requirements is being explored and librarians can be very useful in informing software producers about the needs of the handicapped.

Examples of useful audio visual media include:
Talking books/spoken word cassettes: There is a great need for specially adapted talking books as ordinary talking is often too long. The mentally handicapped cannot hold their concentration. But a person who cannot understand a printed text does not automatically use spoken word cassettes. Selectors must be very critical when assessing talking books.
Book + tape: The tape is identical to the text of the book, and the text is recorded at a slow pace and another tape at normal pace. Book + tape are often easy-readers for children but we need an extension of this material for adults. It is good material because it reproduces the contents both visual and auditory, which facilitates comprehension.
Book and tape: The tape supports the text of the book, but is not identical with it, for example a book with birds and a tape with birds' voices. It is a good medium for the same reasons as the above mentioned.
Slides: This material has proved to be very useful. The selection criteria are the same as for book illustrations, and the same criteria must be applied to the content/subject matter as to the action of books. What makes this material easy to understand is that the pictures are seen one at the time, with nothing to distract attention. Some slides-series also have a tape and a book, which means that the same information can be repeated in three different ways. This naturally makes it easier to assimilate the material. Slides are also available for some persons with redused vision.

The features required for selection of audio visual material for the mentally handicapped include those required for print material in terms of content and structure and illustration.

In addition, whether story or information, there are basic features to look for.

1. Length - related to the concentration span of the listener.
2. Quality of sound, related to the hearing abilities of the listener.
3. Speed of speaking, to give the mentally handicapped time to assimilate the words and meanings.
4. Matching the words to what is seen on film so as not to confuse.
5. Clarity of photographic content, clearly depicting the aspect in such a way as to draw attention only to what is intended. Many films have too much background picture to distract attention.
6. Colour always, as this adds information not abtainable in black and white.
7. Audio material should have the 'right' voice to fit the content, as this adds to comprehension.
8. In a form which can be used by the mentally handicapped technically, for example cassette, slide, rather than reel to reel tape or video.
9. In the format for which the librarian or his user has the appropriate equipment, an obvious point but one which is often overlooked by people not used to technical equipment.

Another visual means of communication is that of special sign language.

Many schools and institutions are teaching Blissymbolics and Makaton to mentally handicapped and hearing handicapped people. Teaching materials and books are in the process of development.

Adresses: Blissymbolics Communication Institute, 350 Rumsey Road, Toronto, Ontario M4G 1R8, Canada.

Mrs P A House, Makaton Vocabulary Development Project, 85 Pierrefondes Ave., Farnborough, Hants., England.

SECTION 3 - LIBRARY SERVICE TO THE MENTALLY HANDICAPPED READER

Librarians serving the mentally handicapped person must keep in mind that in principle we must make available the same materials to this group of library users as we offer to the rest of the population, thus avoiding labelling people. But of course we must be aware of the special needs of the child or adult to be served, and of:

1. the criteria for books and materials that will fill those needs.
2. sources of such material.
3. presentation of the material in the library to attract the reader or those who choose for him.
4. the need to advise and promote the materials to the child or adult and to those who teach or care for the mentally handicapped person.

Some of what follows has already been mentioned but the compilers believe that many readers of this pamphlet are librarians who are not familiar with library service to handicapped people. The information is therefore reinforced here.

Librarians need to liaise with organisations concerned with the mentally handicapped, such as the national associations, the local associations of parents and teachers, the medical and nursing organisations and local staff, social workers, the government bodies responsible, the local special school and hospitals, the toy libraries, playgroups and nursery schools where handicapped children may be found, day centres for adults, hostels and clubs for the mentally handicapped, the public library staff who have a particular responsibility for serving special needs: and with the mentally handicapped themselves.

Librarians need to acquire and maintain collections of suitable material in order to integrate it into the normal stock, keep it as special display collection or touring exhibition or circulating collection, whether print or audio-visual, supply it to schools or organisations on loan, use it in training sessions with staff or in talks with groups concerned with the mentally handicapped, or for promotional activities with adults and children who are mentally handicapped.

Librarians need to promote books and materials for the mentally handicapped. In addition to supplying books, audio-visual materials and information, librarians can aid the handicapped by storytelling in the library or in the school or in the ward or institution.

Many librarians organise visits to the public library for groups of mentally handicapped children or adults, to choose books for personal or school use and to take part in library activities.

Many librarians go out to schools and institutions to talk to the readers about books and libraries and to help them select books. As with the criteria for books, so the stories most suited for telling or reading to mentally handicapped people should have those qualities referred to in Section 2.

Librarians used to story sessions with 'normal' children and adults should remember that the mentally handicapped child or adult cannot concentrate for long. A story should not last more than about five minutes, even with pictures to help concentration. It is best to seat the listeners so that they are not facing anything to cause distraction, and to be prepared for interruptions and comments and eager participation, if the story is well chosen, and uninhibited boredom if it is not. A half hour session made up of very short stories, pictures, conversation and perhaps a short film, is enough for one group session and if the group meets again it is necessary to repeat instructions and perhaps make reference to the previous occasion, as a reminder as memories tend to be very short.

The use of puppet and finger play is often very effective in giving the mentally handicapped person pleasure, information and the opportunity to participate.

It should be stressed that it is important to give mentally handicapped children and adults the opportunity to mix in the local community where possible, the possibility lying in the severity of the mental condition rather than in the feelings of the community. The librarian may have to educate the library

staff and the public library users to understand this. Mentally handicapped groups and individuals use the library in the 'normal' way as well as in timetable groups, and special children should be welcome at children's library activities in the same way as 'ordinary' children. Similary where there are activities for adults the mentally handicapped adult who is able to participate should be so encouraged.

Librarians need to advise teachers on books with simple vocabulary, or pictures for special purposes, books to help with classroom projects and audio-visual materials. In hospitals teachers and therapists can benefit from the librarian's knowledge of sources and materials. Parents want help in choosing books for their children, and often for themselves need books about mental handicap and information about sources of help. Students of education and librarianship need to be guided on sources, criteria and examples of suitable materials. The mentally handicapped child and adult need guidance and advice.

The librarian should therefore be knowledgeable enough to select from amongst the range of materials indicated in the previous section, plus: journals and newsletters of societies for the mentally handicapped: publications of educational bodies concerned with mental handicap: information files on local and national bodies: information for and about the mentally handicapped on radio and television programmes: books for parents and others about mental handicap and mentally handicapped people.

Librarians need to create guides in the forms of catalogues of 'special' holdings, booklists for different purposes and different people on the theme of handicap, select lists of books for handicapped people of all ages, covering fiction, non fiction, non book and audio-visual items, guides to the library by simple posters, displays, shelf guides and short, simple teaching on the use of the library.

Co-operation is the key to success and librarians who work in areas where service to the mentally handicapped is not yet developed can make a start by inviting all those responsible for

the care and education of the mentally handicapped, including the handicapped themselves, to meet to discuss the possibilities.

Where librarians are already providing a service they will know the benefits of co-operation. They will know also that one of the urgent aspects for development and co-operation is with the publishers. Librarians should take every opportunity to meet with publishers to plead the need for more books to fit the requirements of the mentally handicapped reader.

This guide is a brief introduction only, and more detailed information on libraries and materials for the handicapped can be found in the bibliography. It is hoped that the information presented in this pamphlet has indicated that there are large numbers of mentally handicapped people in every country who have the right to read, and who need special help in the form of the publication or production of materials appropriate to their ability and interest, the availability of these in libraries, and guidance in locating them in the library. There are also large numbers of people concerned with the education and welfare of the mentally handicapped, who also need materials and guidance.

Many librarians are not familiar with the nature of handicap, the differences in types and needs. Many librarians do not know what kinds and contents of books and other materials are suitable or available. This pamphlet may help those librarians in many countries who are attemting to create from nothing the interest, knowledge, materials and co-operation necessary for the provision of reading and information services for mentally handicapped people in the community.

The compilers will be pleased to provide further information or pass on enquiries to the appropriate source. Their addresses are given at the end of the Introduction.

Margaret Marshall
Susanne Holst
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SELECT LIST OF PUBLICATIONS OR BOOKS IN LIBRARIES FOR MENTALLY HANDICAPPED CHILDREN AND ADULTS.

This is a select list not a comprehensive bibliography and is compiled from information given by IFLA members and from librarianship abstracting services. The abstracts used in the search for further reading include two which abstract most of the world's librarianship journals:
Library and Information Science Abstracts (UK)
Library Literature (USA) and
Nordisk Biblioteks Data Index (Scandinavia)
Entries for the past eight years were searched and the results show a predominantly English language and Scandinavian emphasis both in the abstracts and in this select list, indicating that there is an apparent lack of published information in many countries.

Citation and simple description of content are intended to aid identification rather than provide a full descriptive or evaluative annotation.

ENGLISH LANGUAGE BOOK PUBLICATIONS:

Association of Specialised and Co-operative Library Agencies. Standards for libraries at institutions for the mentally retarded. Chicago, A.L.A., 1981. [Provides information for evaluating existing library services or planning new ones.]

Baskin, B. and K. Harris (eds.). The special child in the library. Chicago, A.L.A., 1976. 199 p. ISBN 0-8389-0222-7. [Collection of articles on many handicaps and kinds of library services, mainly in USA.]

Barnley, G. Outreach library services for the institutionalised, the elderly, and the physically handicapped. London, Clive Bingley, 1978. 273 p. ISBN 0-85-157-2545. [Describes practice in mainly British libraries.]

Books and disabled children. Pref. by T. Ørjasæter. Basel, International Board on Books for Young People, 1981.

Butler, D. Cushla and her books. London, Hodder & Stoughton, 1979. 128 p. ISBN 0-340-23768-0. [Inspiring and informative account of one woman's success with a child with multiple handicaps. Contains list of many books used with Cushla.]

Cincinatti and Hamilton County Public Library. Books for mentally retarded children. Cincinatti, The Library, 1976. [A list of high interest low vocabulary books.]

Cumming, E.E. Hospital and welfare library services: an international bibliography. London, Library Association, 1978. ISBN 085365-1396

Marshall, M.R. Libraries and the handicapped child. London, Gower, 1981. 205 p. ISBN 0-233-97299-4. [Describes school, public, institutional, hospital and toy libraries for handicapped children: stock selection, design and equipment, storytelling techniques for the handicapped.]

Marshall, M.R. Each according to his ability: a list of books and other visual materials for use by and with mentally handicapped children. Oxford, School Library Association, 1975. ISBN 0-900641-26-6.

Marshall, M.R. Parents and the handicapped child. London, Julia MacRae, 1982. ISBN 0-86203-102-8. [Chapter 4 discusses books and why they can be helpful.]

Martin, W.J. Handicapped readers. In: Manual of library economy. Ed. by R.N. Lock. London, Bingley, 1977. ISBN 0-208-01538-8. [Pages 276-319 cover basic needs and library services in institutions and via the public library.]

National Library of Australia. Library services for the handicapped: a national consultative seminar. Canberra, National Library of Australia, 1979. (Network study, no. 9)

National Library of Australia. The national union catalogue of library materials for the handicapped. Canberra, National Library of Australia, 1981. [Quarterly publication. Provides bibliographic control of resources for the handicapped reader.]

Ørjasæter, T. The role of children's books in integrating handicapped children into everyday life. [Paris], Unesco, [1981]. 46 p. (Studies on books and reading, no.1)

Phinney, E. The library and the patient: an introduction to library services for patients in health care institutions. Chicago, A.L.A., 1977. XIX, 352 p. ISBN 0-8389-0227-8.

Rubin, R.J. (ed.). Bibliotherapy source book. London, Mansell, 1978. XXI, 393 p. (A Neal-Schumann professional book)

Rubin, R.J. (ed.). Using bibliotherapy: a guide to theory and techniques. London, Mansell, 1978. IX, 245 p. ISBN 0-912700-07-6. (A Neal-Schumann professional book)

Segal, S. Books for the teachers of children with learning difficulties. London, National Book League, 1979. ISBN 0-85353-308-3. [A brief annotated list.]

Thomas, C.H. and J.L. Thomas (eds.). Meeting the needs of the handicapped: a resource for teachers and librarians. Phoenix, Oryx Press, 1980. ISBN 0-913700-54-8.

Villeneuve, P. Education for handicapped children. 2nd ed. Paris, Unesco, 1979. [This second edition looks briefly at the variety of methods in various countries.]

Weinstrau, S. et al. (eds.). Summary of investigations relating to reading, July 1, 1978 to June 30, 1979. Newark, Del., International Reading Association, 1980. VIII, 328 p.

Wright, K.C. (ed.). Libraries and information services for handicapped individuals. Littleton, Col., Libraries Inc., 1979. [Covers largely American practice and many forms of handicap.]

PERIODICAL ARTICLES IN THE ENGLISH LANGUAGE

Breivik, M. Use of books and libraries together with mentally retarded children, young people and adults. In: Scandinavian public library quarterly. Vol. 14, no. 2 (1981) pp. 46-49.

Champlin, J.L. and D.J. Champlin. Telling simple stories with retarded adults. In: Catholic library world. 48 (1977) pp. 322-327.

Cochrane. O. How to be a "miracle worker". In: Language arts. 56, no. 5 (1979) pp. 534-538.

Dequin, H.C. Selecting materials for the handicapped: a guide to sources. In: Top of the news. Vol. 35, no. 1 (1978) pp. 57-66. [Mainly USA.]

Dresang, E.T. There are no other children. In: School library journal. Sept. 1977, pp. 19-23. [Discusses the "normality" of the handicapped child, and the need to cater for library use.]

Eidet, R.E. The handicapped and the library building. In: Scandinavian public library quarterly. Vol. 14, no. 2 (1981) pp. 41-42.

Gerber, P.J. and K. Harris. Into the mainstream: using books to develop social skills in perceptually impaired children. In: Top of the news. Vol. 35, no. 4 (1979) pp. 379-384.

Groundstroem, M. Library service for the sick and handicapped in Finland. In: Scandinavian public library quarterly. Vol. 13, no. 4 (1980) pp. 120-124.

Heie, B. Literature and library services for the handicapped in Norway. In: Scandinavian public library quarterly. Vol. 9, nos. 3/4 (1976) pp. 192-197.

Holst, S. The library, the books and the mentally retarded. In: Scandinavian public library quarterly. Vol. 14, no. 2 (1981) pp. 50-53.

Hutchens, P. Handicapped children are children too. In: Education library service bulletin. Vol. 15, nos. 2/3 (Apr./July 1977). [Australia.]

Kinney, M.M. The institutionalised adults' need for library service. In: Library trends. Vol. 26, no. 3 (Winter 1978) pp. 361-369)

McNamee, M. Mentally retarded, challenge for librarians. In: Catholic library world. 47)1978) pp. 156-161.

Marshall, M.R. Books and the handicapped child. In: British books news. Spring 1981. Children's supplement. Pp. 1-3. [Discusses book needs of handicapped children, criteria and kinds of books available in UK.]

Marshall, M.R. The children's librarian and the handicapped child. In: International library review. 1977, no. 9, pp. 183-196.

Matthews, G.M. Institutionalised children's needs. In: Library trends. Vol. 28, no. 3 (Winter 1978) pp. 371-388.

Myers, J.C. Library work with brain damaged patients: a new mode of bibliotherapy. In: Bulletin of the medical Library Association. Vol. 60, no. 2 (Apr. 1972) pp. 333-339.

Ohio media spectrum. Vol. 3, no. 1 (1978 pp.4-73. [Contains 20 articles on the special child, libraries and media.]

DANISH LANGUAGE PUBLICATIONS:

Denmark. Bibliotekstilsynet. De læsehandicappede og bibliotekerne: rapport. København, Bibliotekstilsynet, 1979. [Report on library services to the reading-handicapped.]

Fauerby Hansen, L., S. Holst and M. Hummelshøj. Biblioteksbetjening af åndssvage børn: en rapport om biblioteksforsøget på Børnehospitalet i Vangede, 1975. København, Danmarks Biblioteksskole, 1977. 100 p. (Studier fra Danmarks Biblioteksskole, 25). [Library service to mentally handicapped children: a report on the library experiment at the children's hospital in Vangede, describing clientele conditions, experiment, conclusions and some ideal standards.]

Hansen, J.B. and J. Tøth. Biblioteksbetjening af psykisk udviklingshemmede: integration and normalisering. In: Bibliotek 70. 1980. no. 1, pp. 22-24. [Library service to mentally handicapped: integration and normalisation.]

Holst, S. Bibliotek, bøger og psykisk udviklingshemmede. In: Evnesvages vel. Nummer 61981, pp. 20-26. [The library, books and the mentally handicapped.]

Holst, S. Biblioteksbetjening af åndssvage børn. In: Bogens verden. 1979, h. 5, pp. 200-201. [Library service to mentally handicapped children.]

Holst, S. Forsøg med biblioteksbetjening af åndssvage børn. In: Bibliotek 70. 1978, h. 4. [Experience with library service to mentally handicapped children.]

Holst, S. Om biblioteket i Vangede børnecenter og dets oprindelse. København, Børnehospitalet i Vangede, 1979. 10p. [The library at the Vangede children's hospital.]

DUTCH LANGUAGE PUBLICATIONS:

Het boek en de geestelijk gehandicapten: is lezen een vorm van aktivering voor geestelijke gehandicapten. In: Bibliotheek en samenleving. Jrg. 5, no. 5 (1977) pp. 131-133. [The book and the mentally handicapped, does reading activate the mentally handicapped? Examines the particular reading

of the mentally handicapped and suggests some procedures for the promotion of adapted books and materials.]

Biekart-Hanhart, B. De dienstverlenende taak van de openbare bibliotheek t.a.v. de geestelijke gehandicapten: eindexamen scriptie in het kader van de opleiding tot bibliothekaris openbare bibliotheken aan de BDA Deventer, April 1979. [The service of public libraries to mentally handicapped of a particular level. Thesis on the use of the library services in an institution for mentally handicapped, BDA Deventer, April 1979.]

Boeken voor geestelijke gehandicapten: rapport. The Hague, NBLC, 1980. 30 p. [Books for the mentally handicapped: report of the committee on books for mentally retarded. Covers research, criteria, lists of books for different levels of handicap, audiovisual materials, practical guidelines for library work.]

Heuff, H. Zwakzinnigenzorg en a.v.m. In: Infomedia. 1981, no 6, pp. 22-25 [Mentally retarded and AV media.]

Maarsingh, H. De bewonersbibliotheek. In: Bibliotheek en samenleving. Jrg. 4, no. 3 (1976) pp. 121-127. [The mental home library. Experiences in an institution for mentally handicapped in which the staff had build up an appropriate library service.]

Maarsingh, H. De bewonersbibliotheek nog nader bekeken. In: Bibliotheek en samenleving. JRG. 5, no. 2 (1977) pp. 35-38. [Some more aspects of a mental home's library.]

Starman-van Haren, M. Bibliotheekwerk voor geestelijke gehandicapten in de openbare bibliotheek. In: Bezig. 1980, pp. 14-16. [Library work for mentally handicapped in the public library.]

Starmans-Van Haren, M. Hoe moeilijk is makkelijk lezen: werken met boeken voor geestelijk gehandicapten. In: En nu over jeugd literatuur. 1982, no. 2, pp. 12-14. [How difficult is easy reading: working with books for mentally handicapped.]

Starmans-van Haren, M. Lektuurvoorziening en bibliotheekwerke voor geestelijk gehandicapten. In: Bibliotheek en samenleving. Jrg. 9, no. 12 (1981) pp. 9-12. [Reading materials and library work for the mentally handicapped.]

Teeuwen-Ophey, N. Makkelijk lezen: een nieuw initiatief: verhalen voor moeilijk lezenden. In: Opvoeding en onderwijs. Apr. 1982, pp. 308-309. [Easy reading: a new project: stories for retarded readers.]

FRENCH LANGUAGE PUBLICATIONS:

Berge, F. and M. Dillard. Des livres pour les enfants lourds. In: Bulletin d'analyse des livres pour enfants. 1975, no. 45, pp. 23-24. [Books for deaf children.]

GERMAN LANGUAGE PUBLICATIONS:

Fishbach-Ackermann, R. Bücher für das geistig behinderte Kind. In: Buch und Bibliothek. 33, Nr. 6 (1981). [Books for the retarded child.]

Franzke, W. Bibliotheksarbeit mit geistig behinderten Kindern. In: Der Bibliothekar. 33, Nr. 3 (1979) pp. 226-228. [Library work with mentally handicapped children.]

Heyduck-Huth, H. Gute Erfahrungen mit geistig behinderten Kindern. In: Börsenblatt für den deutschen Buchhandel. 37 (21. Mai 1981) p. 1388. [Good Experience with mentally handicapped children.]

NORWEGIAN LANGUAGE PUBLICATIONS:

Breivik, M. Bruk av bøker og bibliotek sammen med psykisk utviklingshemmede barn, unge og voksne. Troms, Tromsø fylkesbibliotek, 1981. 55 p. [Use of books and library with mentally handicapped children, young people and adults.]

Kurs om bruk av bøker for psykisk utviklingshemmede, Alta, 1979. Referat fra Kurs om bruk av bøker for psykisk utviklingshemmede og samarbeid mellom folkebibliotek og institusjoner for betjening av denne gruppen. Alta, Finnmark bibliotek-lag , 1979. 54 L. [Report from a seminar on the use of books for the mentally retarded, and on the co-operation between the public library and the institution.]

Mental barnehjelp, Oslo. Litteraturliste. Oslo, Mental barnehjelp, 1978. [Book list.]

Norsk forbund for psykisk utviklingshemmede, Oslo. Litteraturliste: billedbøker og andre bøker som er lette å lese: sangbøker: opplysningslitteratur. Oslo, Norsk forbund for psykisk utviklingshemmede, 1978. [Book list.]

Ørjasæter, T. Alle trenger bøker. Oslo, Statens bibliotektilsyn, 1975. 96 p. [Describes various types of handicaps (blind, deaf, and mentally disabled) and the handicapped's need for books and libraries.]

SWEDISH LANGUAGE PUBLICATIONS:

LL-böcker och böcker med stor stil. Stockholm, Skolöverstyrelsen, 1977.

Linderberg, K. LL-utgivningen och biblioteken. Stockholm, Skolöverstyrelsen, 1977.

Lättläste böcker för vuxna: rapport från konferens i Kungälv. Stockholm, Skolöverstyrelsen, 1977.

Livitting, M. LL-böcken - vad är det för en bok? Stockholm, Skolöverstyrelsen, 1979.

Söderblom, H. Vad kann biblioteket göra? In: Orden hjälper: några inlägg om förstandshandicappade barn och böker. Lund, Bibliotekstjänst, 1980. Pp. 61-71. [What can the library do?]

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1. Books for the mentally handicapped: A guide to selection. Compiled by Margaret R. Marshall, Sancia Simonis-Rupert and Susanne Holst.